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Provisions are made under Texas's state law for meeting the various needs of the mentally retarded, the orthopedically handicapped, the home-bound, and the oral-aural, or visual-handicapped. The general aim of the Galena Park Schools is to prepare the pupil physically, mentally, socially, and morally to take his place in an ever-changing, complex society. A child who is experiencing difficulty in any of these areas is assisted by properly trained personnel, who are equipped with adequate facilities.

Discussed are the progress and needed extensions of the present program, as well as several other phases of the special services designed to give aid or assistance to the emotionally disturbed and the slow learning child. Transitional classes for these children are a major portion of the program. A maximum enrollment of 18 pupils per class allows the teacher to provide special education to meet each child's needs.

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THE GALENA PARK PLAN FOR MEETING THE NEEDS OF THE PUPIL IN DIFFICULTY

1961-1962

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PHILOSOPHY AND OBJECTIVES

THE GALENA PARK INDEPENDENT SCHOOL DISTRICT

GALENA PARK, TEXAS

Adopted March 28, 1948; Reissued October 1, 1955

The general aim of the Galena Park Schools is to prepare the pupil physically, mentally, socially, and morally to take his place in an ever-changing, complex society. The school should be a pupil-centered school; that is, the individual is the chief interest. IT SHOULD BE REALIZED THAT THE DIFFERENCES FORM THE PUPIL'S PERSONALITY, AND THAT HIS NEEDS AND ABILITIES SHOULD BE THE PRINCIPAL CONCERN OF THE SCHOOL.

Since the pupil faces many complex situations, the school should assist him in making the necessary growth and adjustments to these situations. This may be accomplished by proper guidance and counseling. In this training the facilities of the school should be used by all the pupils and teachers for a fuller realization of the aims.

The schools are a vital factor in the growth and development of the well-rounded citizen who will take his place in the democratic way of life.

THE GALENA PARK PLAN FOR MEETING THE NEEDS OF THE PUPIL IN DIFFICULTY - 1959-60

I. Five phases are included in the Galena Park Plan for Special Education; namely, philosophy, basic purpose, organizational scope, facilities and interpretation to community.

A. Philosophy. As an integral part of the learning process the philosophy of special education is that of the school.

"The general aim of the Galena Park Schools is to prepare the pupil physically, mentally, socially, and morally to take his place in an ever-changing, complex society. The school should be a pupil-centered school; that is, the individual is the chief interest. It should be realized that the differences form the pupil's personality, and that his needs and abilities should be the principal concern of the school."

B. Basic Purpose. The chief purpose of the Galena Park Special Education Program is to help the child who is experiencing difficulty in adjusting to the school situation as well as to guide him in purposeful pursuits of education.

C. Scope of Organization. To carry effectively into execution the philosophy and major objectives of the program, a broad organizational approach is made. All services designed to assist the school personnel in providing the most effective educational program possible are coordinated in order to reach the child with a minimum of delay. These services include those of the counselor, the school nurse, the visiting teacher, the remedial or supportive teacher, the attendance supervisor, and the other people assigned to phases of special education.

D. Facilities. In accordance with the over-all plan, facilities are provided in a coordinated architectural design to meet the needs of the various types of handicapping involvements encountered in the teaching of exceptional children. For example, separate facilities, provided under a joint or coordinated plan in a center, with aids for teaching the orthopedically handicapped, mentally retarded, sight difficulties, etc.

E. Interpretation to Community. The special services staff works closely with the community agencies, institutions, and individuals in interpreting the needs of the child for growth.

II. Procedures. The depth of a child's difficulty determines whether or not he is placed in segregated classes or kept in the group and given supportive assistance. A three point attack is made in getting services to the child:

A. Identifying the child in difficulty.

B. Determining the nature and extent of his difficulty.

C. Providing services to the child in coping with the difficulty.

III. Provisions of State Law. All of the various types of difficulty provided for under the Special Education Law are included in the Galena Park Plan. They are the mentally retarded, the orthopedically handicapped, the home bound, the speech involved, the hard of hearing, the partially seeing and/or blind.

IV. Facilities and Plan for Meeting Various Needs. Both facilities and equipment for all phases of need are at present adequate.

A. Mentally retarded. For the mentally retarded child the plan is to locate the classroom in the local situation when feasible, thereby enabling the child to stay within his particular community. The classroom situations are designed and equipped with educational aids facilitating the teaching of mentally retarded children and are adapted to their specific needs.

The scope of inclusion is from first grade through high school, progressing to higher grade levels by chronological age:

6 years to 13 years --- elementary
13 years to 16 years --- junior high school
16 years and above --- senior high school

B. Orthopedically handicapped. For the orthopedically involved child, the facilities are in the main centerally located at present and are especially designed to meet his needs. Transportation is provided for both the orthopedically involved and the mentally retarded for whom services cannot be provided in the home center. For example, transportation for a very young child who needs to be placed in the center where the younger children are taught, or junior or senior high school students who are placed in school situations not in the immediate home center.

C. Home bound. The home bound pupil is taught both in the home and in the hospital as is the usual procedure in most school situations providing this service.

D. Speech Correction. Pupils needing speech correction are taken from the classrooms by the speech therapist at least twice per week and, after therapy for an allotted amount of time, are returned to class. The facilities and equipment for speech correction are in line with the other provisions for the exceptional child.

E. Hard of Hearing. The hard of hearing need is provided for in two different approaches. One and one-half units are provided on an itinerant basis, with the teachers assigned to one particular school as a home base but work in other schools. The second is the very severely involved hard of hearing and/or deaf who are placed in a special classroom. The facilities, aids, and equipment are provided in line with other phases of service.

F. Visually Handicapped. Beginning with the 1959-60 school term all severely involved partially seeing and/or blind children are to be included in a special classroom designed to meet the needs of this particular involvement.

V. Progress and Status of the Present Program and Needed Extensions.

All needs of the several types of difficulties are now included in the over-all plans for the education of the exceptional child.

A. Special Education Status.

1. Mentally Retarded. For the mentally retarded in white schools, 5 teachers are assigned to the elementary level, three at the junior high level and two at senior high level. All seven levels of the State Instructional Program are, therefore, provided at present, including on-the-job training at senior high level. Two units for the trainable mentally retarded are provided with age range from 6 through 9 in the first level and from 10 through 16 in the second level. In the colored schools three teachers are provided for the teaching of mentally retarded, two at elementary level and one at junior high level.

2. Orthopedically Handicapped. For the orthopedically involved child, five teacher units are now provided, four at elementary level and one at junior high level.

3. Home bound. For the home bound, two units are provided for the white and one for the colored. No extension of services for the 1959-60 term is needed.

4. One and one-half units are provided on an itinerant basis and one for the classroom in the hard of hearing area of exceptionality.

5. Three speech therapists are provided districtwide, extending from the 1st grade through the 12th grade where needed.

B. Other Phases of Special Services. Aid or assistance for the emotionally disturbed and the slow learning child are not at present provided for under the State Law. Other areas of special services now help these children.

1. At the elementary level the visiting teacher and the school nurse work closely together in identifying and evolving a plan for the child. Once the nature and extent of the difficulty are determined, the child is assigned to a supportive or remedial teacher. The three services join with the classroom teacher in giving individual attention until the child can move in the group situation on his own.

2. At the junior and senior high levels, the school nurse, counselor, and attendance supervisor work together. Some remedial work is done at the junior high level.

3. To meet the needs of these children adequately: a. Teachers have been added to provide for small classes through the first three grades in each school center, enrollment not to exceed 18 in each class. b. More opportunity for small group work and individual assistance is being provided at the junior and senior high levels.

4. Five counselors are provided at the junior and senior high school levels, with one in each junior high situation and two at the high school.

5. There are now four school nurses providing services to all school centers. The student ratio for each nurse at present is 2600, which exceeds the load set as a standard by national health authorities. No extensions are planned in this area for 1959-60 school year.

6. For the year 1959-60, three visiting teachers are provided.

7. At the present time, we have one attendance supervisor.

8. A school psychologist is now employed whose duty is twofold. a. As a consultant to the visiting teachers, school psychometrist and remedial teachers. b. Working with emotionally disturbed children at junior and senior high school level.

Finally, all teachers teaching in the various areas of special education are certified for the particular area assigned.

Prepared by:
F. E. McGahan, Director
Special Services

IN-SERVICE WORKSHOP FOR THE TEACHERS OF SMALLER OR TRANSITION CLASSES IN THE FIRST THREE GRADES

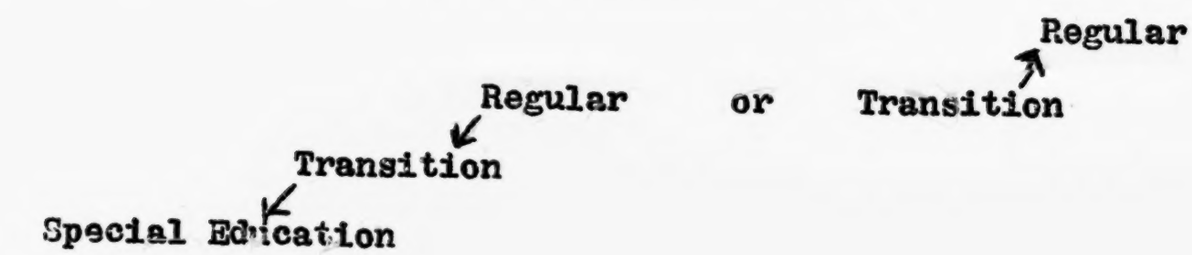
Points needing clarification, of both general and specific interest as expressed by members of the group:

1. How should the children be seated in the classroom?

   The furniture should be arranged conveniently for the best learning situation as long as there are no shadows.

2. How do the students in these groups relate to the school structure?

   These students are in transition groups. They will move on to regular classrooms when they are strong enough. If greater difficulties are indicated, they will be examined and moved to special education groups.



These classes are a part of the regular school situation just as any regular class and are not in any way special education classes.

3. What are the curriculum standards for this group?

   These children shall have the same curriculum as the regular classroom situations. The point is to determine when and if they can tolerate the curriculum as presented in the regular classroom.

4. How are these smaller classroom groups set up?

   The first grade level classes are set up through evidence gained in the pre-school clinics.

   The upper levels are set up through classroom teacher judgments, standard testing procedure in the classroom, visiting teacher examination, and evidence reflected in psychological testing.

5. When the child is ready to move to a regular classroom, is he sent regardless of the size of the class to which he is being assigned?

   The principal and the visiting teachers work together in difficult situations of this nature.

6. Should the teachers of transition groups be responsible for making home visits?

Home visits may be made; but, in most cases, the visiting teacher makes the visit. It is sometimes better for the teacher to call the parent to the school for conference. It is suggested that the teacher <u>see</u> the child's environment even if only by driving by his home.

7. Should the teachers in these assignments feel secure in their work?

The teachers need to feel secure and should be able to do so as they are relieved of much of the pressure of having to determine if a child has progressed so much in a certain length of time. These situations allow for the child to progress at his own rate.

8. Are these classes for the children who have proven to be behavior problems to regular eachers?

These groups are <u>not</u> for behavior problems. If you get a "real little stinker" whose problmm seems to be solely behavioral, further evaluation of the child is indicated. The visiting teacher may be called for consultation and a visit to the home be made.

9. If a class has the maximum enrollment of 18, what procedure is used with other children referred to the situation?

A child referred to a class of maximum enrollment should be placed on the waiting list and should attend regular class or a special education class until a place can be made for him in the transition situation.

10. What is the criterion for promotion of these children?

Children move to the next grade level except in individual cases. However, a child may spend four years in the primary level, although preference is given to retention at the third grade. At the end of this time if he cannot operate in a regular classroom, special class placement is indicated. In some situations retention is preferred at the second grade level.

11. What are the types of deviations considered for special education placement?

All extreme deviations caused by physical, mental, or neurological disorders are subject to special education placement. Those with neurological disorders must be examined and diagnosed either at the Texas Childrens Hospital or by a competent pedistrician.

12. How shall these children be graded and reported to parents?

The cards shall be marked for their particular level and graded accordingly. Indicate on the card where the child is working; what level, what basal reader. Experienced teachers indicated that no "A's" were given except in music, art, etc.

The better the relationship between the parents and the teacher, the easier will be the interpretation of grades and of the promotional policy at the end of the year. The teacher should make efforts to have the parent in the class, to let him hear the child perform either in class or from a tape recording.

13. What do the 1-2-3 code numbers mean as used in the records of the pre-school clinic?

Number one indicates that the child will move without any difficulty in the learning situation.

Number two indicates that some difficulty can be expected in a minor way.

Number three indicates that the child faces obvious difficulty in the regular class situation and that he will need psychological examination, class placement, and a complete evaluation of his overall needs.

Some Specific Points of General Methodology in Working With These Children

1. A child may need only person to person contact to develop security.

2. Tape recording is an excellent device for difficult learning situations, especially for the child who can learn by listening but who cannot read for himself. Tape recording is a good device for bi-linguals, also.

3. Typewriters are good for depth teaching for older children. Depth teaching involves using an object when possible rather than a picture, a picture when possible rather than a word.

4. Some children have difficulty learning to adjust to a group situation; the parent may excuse the child on the basis that he can "do well at home," but just cannot perform at school. The teacher's reply must be that the child has to learn to conform to group situations if he is to remain in a public school classroom.